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pull on both sides,—a skewer through the shoe and resting on the bars at each side may be used. If the patient does not have a shoe, adhesive straps should be fastened to each side of the limb and brought down, fastening one over the rod and one under the opposite rod. Always have these straps applied so as to make the pull come from above the knee in fractures of the femur.

Every factory or mill where a number of men are employed, should be supplied with a Thomas splint, also every ambulance should carry one and have a properly instructed person to apply it. This same principle applies to all fractures.

PRESIDENT'S ADDRESS, NATIONAL LEAGUE OF NURSING EDUCATION¹

BY S. LILLIAN CLAYTON, R.N.

In consideration of the progress which nursing education has made during 1919, and of the many problems which confront us at this time, we cannot fail to be impressed with the facts that during the past year our advancement has been retarded by several factors, and that our present problems are many of those which we have always had with us, plus new ones brought about by war and other influences.

The war with its many evils has created a desire for progress and has stimulated to greater efforts more than one profession. In an article by Frank E. Spaulding, we find a statement concerning the education of the nation, which is applicable, also, to the education of the public in its relation to nursing.

Of the many impressive revelations of the great world war none was more impressive than that of the supreme importance of education. In Russia and Prussia, the whole world witnessed the dire disaster resulting, in the one case, from the lack of universal education, in the other, from misdirected false education, and both the strength and the weakness of our country have been easily traceable to the excellencies and to the deficiencies respectively of our educational provisions and efforts. Now is the time to take stock of these impressive revelations; to look into the demands and the opportunities of the future. Now is the time to set earnestly about the reorganization and development of our school undertaking

(and to interrupt my quotation can we not substitute the term "nursing" for the word "school"?)

that the shortcomings of the past may be properly corrected, that the preparation

¹ Address given at the convention in Atlanta, Ga., April 12, 1920.

may be rapidly made to meet the larger opportunities and to bear the heavier responsibilities that are confronting us.

Now is the time to correct the shortcomings of the past. It is scarcely necessary to review them, yet a brief summary may help us in their consideration. They may be classified under two general divisions: 1st, those which are economic in their origin; 2nd, those which arise because of a misunderstanding of the true objectives of nursing education.

Under the first division we have the great question of supply and demand affecting first the hospital and then the public as a whole.

The existing inequality of supply and demand is a problem of universal interest, and is therefore discussed by the medical and by the nursing profession, by hospital and by lay people. No two of these groups agree wholly as to the underlying causes of the condition, because no two groups have the same objective (or think they have not). Suffice it to say that various remedies for the situation have been advanced such as, shorter hours of duty, less housework, better housing conditions, improved teaching personnel, methods, and equipment, wholesome recreation and social life; the elimination of military discipline and a greater measure of self-government. We are also told that the real reason for this condition is the higher educational standard of admission. (This would be humorous were it not so serious, when we consider what these standards really are in the majority of training schools.) We hear, too, that the course of training is too long; that a revision of the required curriculum is necessary, again that the average young woman does not care to work with her hands and that in any event the work is too hard.

We might continue indefinitely, but in the end, the sum total of our deliberations would be practically the same.

Let us turn to the second general division, and consider briefly the objectives of nursing education.

Our conception of nursing is not the same to-day as it was formerly, nor can it be; because our point of view must be widened to include the varied and increased demands which are being made by the medical profession and by the public upon the women who go out from our training schools.

The preparation of the nurse merely for the care of the sick in their homes and institutions is not a difficult problem and may be easily assumed by the average hospital, but to-day this is but one phase of her education. Dr. C. E. A. Winslow tells us:

The new field of nursing requires a highly trained and specialized expert,—the visiting nurse must be no empirically trained upper bedside servant. She

must understand thoroughly the general fundamental laws of hygiene and sanitation which means a mastery of the principles of physiology and bacteriology, and she must have a minute grasp of their special application in the field of her own work, whether it be school nursing, tuberculosis nursing or infant welfare. She must know these things not merely as a practitioner, but as a teacher, which means not only a knowledge of details, but a vision of right relationships and a talent for effective presentation.

Our foremost hospital executives and representatives of the medical profession also believe that the ideal of the future should be that of training for public service. If, therefore, our objective has been widened to include not only the foreground of the patient as demonstrated in his bedside care, but the background of that patient as well, regarding factors in that background as responsible for bringing him to the foreground of medical and nursing care,—if that objective requires the practical and the social education as stated by Dr. Winslow, if it requires academic preparation for teaching and supervision as well as the practice and theory of bedside care,—is the hospital equipped to give this preparation in its entirety, and should it be expected to do so? Is it logical to place this burden wholly upon an institution which must make another group its first consideration? If so, then the hospital must change its entire plan of organization and plan definitely to establish within itself an educational department. This would require economic readjustment on the part of the institution and on the part of the student.

The number of nursing students will not increase permanently on the old economic basis, nor should it, for this basis to-day is fundamentally wrong for the student, educationally, socially and physically. It is fundamentally unsound for the hospitals. Their primary purpose is to afford care for the sick and to what extent their functions should be educational, is for them to decide. Only a very few have so determined. Certainly at present, the burden placed upon the hospital, the training school and the student is greater than can be borne.

In studying the program of any educational group, we quickly realize that their problems and their topics for discussion are very similar to our own. Therefore, may we not find some of their suggestions worthy of our consideration?

Every young student should be given the opportunity to secure the education, physical, scientific and social, necessary to prepare her adequately to meet the needs as previously set forth. We know that there are many who have not received such preparation, many who will not, and few who are really giving back to either hospital or society the service expected of them. And the criticisms come from all parties concerned.

We *must* find a way to make universally real the ideals which we have. We *must* reach the objective which we believe to be ours.

At the present time we have but the merest beginning of the educational program necessary to this end. Let us agree, as one of our educators has said, that our minimum objectives are: 1st, Essential elementary knowledge, training and discipline in the care of the sick. These we know should be provided within the hospital; 2nd, Occupational efficiency. This presupposes preparation for special types of nursing service, only part of which can be provided within the hospital; 3rd, Public or civic responsibility. The essential elementary preparation should be given in the regular school for nurses, the details of which are well known. This must be the strong foundation for the second and third objectives, and we must not permit it to occupy too much of the student's time. This preparation should be standardized and the teaching staff should have had at least a full high school education previous to their professional training.

These simple provisions should convince anyone of their necessity; but their application alone would at once bring about a great change in the very foundations of our training school system. Only statistics can really prove the above statement; and yet all of my hearers know it to be true.

The content, the quality, and the language of instruction are matters of concern to the students, their parents, the community, the state, the nation; and it may prove to be true for nursing education as for any public education, that a worthy program for American training schools must make adequate and effective provision for supervision and control of such instruction by duly authorized officials.

At the present time it is not possible to secure an adequate number of nurse teachers with the qualifications mentioned, hence the necessity of making provision for their preparation is a matter of fundamental importance.

Training for our second and third objectives should follow the first, and this preparation we believe can be given in schools other than schools of nursing. We believe it should be under a central control and financed by public funds. Central schools have been provided for other forms of education, why not for this?

Would such a program of supervised and standardized education for the nurse, supported by public funds and resulting in the sound preparation of the student for private and for public service be too expensive to consider? How would it compare with the cost of the varied activities incident to the war, where no return was expected—

except destruction? What would be the returns as measured in the spirit and efficiency of the hospital care of patients; in the freedom to render such service thus secured to institutional officials; in the spirit of and readiness for public service of the nurse? Public financial support appears to be a very practical method of dealing with the large nursing problem now confronting us; but the development of a working plan for such a solution of the question, will require a number of years.

The most important immediate factor is the securing of properly qualified nurse teachers and the establishment of a department of nursing education which shall be on a par with any other state and national educational department. It is only necessary for the American people to be as interested in the health of the nation as in any economic problem, to have the decision made that the plan is worth while and that it shall be carried out.

In conclusion, to continue the line of argument as presented by Mr. Spaulding and to quote further from him:

America is distinguished as the one important nation of the world that fails to recognize education as one of the half dozen or half score great national fundamental interests and responsibilities.

This is a startling fact; but it constitutes an all sufficient reason for adequate, governmental recognition of education, for the simple reason that only through such recognition can there be assured to all American people adequate preparation for the great tasks which lie before them; that only through such recognition of education can the American nation be qualified to discharge the unprecedented responsibilities that should be welcome, and which will be inevitable.

The whole world to-day recognizes not only these unprecedented responsibilities, but the unparalleled opportunities as well, that are America's. May we not recognize—all Americans—before it is too late—that the only sane hope of rising to these responsibilities of grasping these opportunities, must be founded upon the determination to prepare ourselves for them, individually, as a community and as a nation?

We are not prepared now. We are no more prepared to-day to meet the great emergencies of peace which are confronting us, than we were prepared, three years ago, for the emergencies of war. Education, hasty and hectic, was our chief resource in preparing for war. Now—education, deliberate, intensive and sustained, must be our basic principle in preparing for peace.